

Pinxton 0 to 5 Nursery School

Pinxton Nursery School, Kirkstead Road, Pinxton, Nottingham, NG16 6NA

Inspection date	06/02/2014
Previous inspection date	27/11/2008

The quality and standards of the early years provision	This inspection:	2
	Previous inspection:	2
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

The quality and standards of the early years provision

This provision is good

- Children are safe and secure within the nursery. The manager and staff are confident in their responsibilities in keeping children safe.
- There is good partnership working between parents and the nursery, which means children's learning and development is good and they are making good progress.
- Leadership is strong. The manager and staff are committed to improving the nursery in order to improve learning outcomes for children.
- Teaching is good. Staff are knowledgeable about how children learn and as a result, children gain the skills needed to support their future learning.

It is not yet outstanding because

- There is room to enhance opportunities for children to understand that print carries meaning, particularly in the outdoor environment.
- Children are not always helped to understand about the importance of healthy choices by consistently being provided with healthy options for breakfast and snack.

Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

Inspection activities

- The inspector observed activities in the nursery and the outdoor play area.
- The inspector carried out a joint observation with the nursery manager.
- The inspector looked at children's assessment folders and a selection of policies and procedures.
- The inspector took into account the views of parents and carers.
- The inspector spoke with children, staff and the manager at appropriate times throughout the day.

Inspector

Helen Allanson

Full report

Information about the setting

Pinxton 0 to 5 Nursery School was registered in 2008 on the Early Years Register. It operates from a purpose built provision integrated within the maintained nursery school and is situated on Kirkstead Road, Pinxton in Nottinghamshire. The entrance to the nursery has a sloping path and all areas of the premises are on the ground level. An enclosed outdoor play area is available.

The nursery opens from 7.30am to 6pm, Monday to Friday, all year round excluding bank holidays and Christmas. There are currently 51 children on roll in the early years age range. Children attending the setting are from the local area and wider community and attend for a variety of sessions each week. The nursery provides funded early years education for two-year-olds. It supports children with special educational needs and/or disabilities.

There are 11 staff, including the manager, 10 of whom work with the children on a daily basis. Seven of these hold a qualification in childcare at level 3, one at a level 2 and one at level 4. One staff member has Qualified Teacher Status and an Early Years degree, and the manager is a qualified headteacher. The nursery receives support from the local authority.

What the setting needs to do to improve further

To further improve the quality of the early years provision the provider should:

- extend the range of environmental print in the outdoor area to support the good examples indoors and help children understand that print carries meaning
- consistently provide healthy food and drinks to develop children's knowledge of making healthy choices.

Inspection judgements

How well the early years provision meets the needs of the range of children who attend

Children's learning and development is effectively promoted because staff have a good knowledge and understanding of the Early Years Foundation Stage and how children learn. They are provided with a good range of activities, which help children explore, investigate and learn through their play. For example, children investigate the properties of water through using a range of equipment to fill and pour. Teaching is good. Staff support children to extend their learning through effective questioning and introducing descriptive language. Consequently, children are inquisitive and active learners who enjoy

coming to nursery. Children with special educational needs and/or disabilities are well supported in the nursery because staff work closely with other professionals to support children to access all areas of learning. As a result, all children are learning the skills needed for the next stage of learning.

All children make good progress in their learning in relation to their starting points. Staff gather information about children's interests, care needs and development. This ensures staff fully understand children's individual needs and have a good working partnership with parents. As a consequence, children settle quickly and are keen to learn. Staff carry out regular assessments of children's learning across the seven areas of learning. Children's individual development is tracked to ensure staff can identify any gaps in children's learning and plan next steps.

Children's communication skills are very well supported in the nursery. Staff listen carefully to what children say and speak to them clearly, using eye contact at children's level. This means all children are confident communicators. The inside environment is rich in environmental print at the children's level. However, the good use of print indoors is not fully extended to the outside area to further develop children's good early literacy skills. Children have access to a comfortable and welcoming book area where they listen to stories with staff. There is also a small library area where parents and children can select books to take home and share together. This fosters children's enjoyment of looking at books. Children's creativity is well supported in the setting. They take part in a wide range of creative activities using different materials and equipment to express themselves. Babies enjoy painting using their whole bodies to mix colours and make marks on large pieces of paper. This develops their knowledge of different textures and colours.

The contribution of the early years provision to the well-being of children

Children are well supported in this child-centred and fully inclusive nursery. Parents and carers are warmly welcomed and children enter the nursery with confidence. The key person system is strong and children's individual needs are well met. Younger children cuddle with staff and demonstrate a trusting relationship with them, which supports their emotional well-being. For example, children are encouraged to develop self-care skills, for instance, hand washing and pouring their own drinks. Babies are monitored regularly during sleep times which means they are kept safe. Older children can access a comfortable sleeping area throughout the session as required which supports their individual sleep requirements.

The atmosphere in the nursery is calm, so children are happy and focused on their play. Children's self-esteem and confidence is developed through regular praise for their achievements. Children's behaviour is good because staff show a consistent approach to behaviour management. Children are encouraged to share and unwanted behaviours are explained calmly to the children so they understand acceptable behaviour and the impact their actions have on others. The nursery supports transitions well, preparing children for their stage of learning. For example, staff communicate well with parents to provide a smooth transition between home and nursery by completing a home to nursery diary and older children moving to the school nursery carry out visits to prepare them for the new

environment.

Children are kept safe in the nursery. Staff are vigilant in keeping the premises secure and daily risk assessments of the room and outdoor area are carried out. Staff remind children of safety as they play, for example, children are reminded not to climb above a certain point on the climbing frame. This helps children understand how to keep themselves safe. Healthy main meals are provided for the children, but occasionally some sugary breakfast cereals and biscuits are offered, which means children are not consistently supported in learning how to make healthy choices.

The effectiveness of the leadership and management of the early years provision

The management team demonstrates a clear understanding of their responsibilities under the safeguarding and welfare requirements of the Statutory framework for the Early Years Foundation Stage. Staff receive regular training in safeguarding and confidently describe possible indicators of abuse. They are clear about what to do if they have a concern about a child in their care, which means children are safeguarded well. A comprehensive set of policies support the implementation of the requirements and underpin good practice. The manager understands about informing Ofsted of significant events. There are safe recruitment procedures in place. Robust recruitment procedures for vetting and assessing the suitability of staff are implemented, followed by an induction for new staff. This further supports children's safety in the nursery.

The management team strive for quality and continuous improvement. They understand their responsibilities in meeting the learning and developing requirements of the Early Years Foundation Stage. The nursery carries out a self-evaluation, which includes the views of staff, parents and children. The manager has a very good overview of the educational programme and works closely with staff to ensure individual children are making good progress in relation to their starting points. The tracking system in place enables the manager to identify any specific groups of children that may not be making expected progress. This means she can improve learning outcomes for all children. The manager regularly observes staff performance and supports them through supervision meetings. This supports staff to develop their practice. There is a 'tier management' system in place, which means less experienced staff are supported in their role. This ensures that staff are performing to a high standard and supporting children's learning well.

Continued professional development is very well supported in the nursery. The manager is a qualified teacher and some team members are working towards degree level qualifications and the impact of this can be seen in the nursery through a range of initiatives to improve practice. For instance, the nursery is taking on the principles of Every Child a Mover to improve children's physical development. As a result, children are making good progress in their physical development. The manager carries out termly appraisals and regular discussions with staff to identify areas for development and training, which supports them in their role. Consequently, staff are well trained and qualified and effectively meet the needs of the children. Partnerships with other agencies are good.

Staff meet with speech therapists and educational psychologists to ensure children's care and learning needs are well supported. Parents report that they are given relevant information about their child's learning and development at the nursery. Information about children's development and next steps in learning are also shared with other settings which children attend, which further supports children's learning.

What inspection judgements mean

Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

Setting details

Unique reference number	EY368202
Local authority	Derbyshire
Inspection number	873704
Type of provision	
Registration category	Childcare - Non-Domestic
Age range of children	0 - 5
Total number of places	42
Number of children on roll	51
Name of provider	Pinxton Nursery School Child Care Community Interest Company
Date of previous inspection	27/11/2008
Telephone number	01773 863105

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Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools

and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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